

2023



Jingili Primary School Emergency Management Plan

EMERGENCY NUMBERS

POLICE	000 or 112 if no service
AMBULANCE	000
FIRE BRIGADE	000
POISON INFORMATION CENTRE	131126
HOSPITALS	89228888
NT POLICE- 24 HR	131444
POWER AND WATER	1800245092
DIRECTOR SI	Mob. 0406218770 Tim Morgan
DIRECTOR SO	Mob 0491805758 Tracy McIntyre
NT EMERGENCY SERVICES	89223630
CYCLONE UPDATE INFORMATION	http://www.bom.gov.au/nt/?ref=hdr

OTHER CONTACTS

Principal – Jemma Rust	89837555
Business Manager – Andrea Thomas	89837555
TIC Pre School – Tara Metcalf	89853495
Director Jingili Kindy – Chloe Gineste	89853696
OSHC Director – Kathy Hunt	0401076240
Care Taker/Maintenance Officer – Stuart White	0419864124

Jemma Rust

Department of Education

1/1/2023



All schools in the NT are required to have a current school Emergency Management Plan which describes preventative measures, actions to be undertaken during and following an event to ensure the safety and minimize trauma or distress to students, staff and visitors and minimize damage, and recovery planning to assist in restoration of school routines.

Policy: Emergency and Continuity Management for Schools 2011

This document outlines the preventative measures and actions to be taken during and following a critical event to minimize the impact on the well-being of students, staff and the operation of the school.

The Emergency Management Plan takes into account

- **Prevention-** Before an incident and ongoing - measures to identify risks and eliminate or reduce the incidence or severity of emergencies.
- **Preparedness-** Before an incident and ongoing - measures to ensure that the school is capable of coping with the effect of an emergency. Jingili have a WHS committee which meets twice termly to discuss matters of relevance. Jingili ensures there are qualified first aid trained staff on duty at all times. These will be visible as posters in the school.
- **Response-** Immediately following an incident - measures taken during and immediately after emergencies to ensure the effects are minimized and appropriate responses are initiated.
- **Recovery-** 3-5 days after an incident and ongoing- measures that support resumption of “business as usual” as soon as possible after an incident has occurred. For all situations requiring an emergency response, Jingili will review the relevant section(s) of this Plan and update as appropriate. All critical incidences will be communicated in the Principal’s report to the School Council at the next council meeting.

Processes are detailed for the following:

Page 4	Evacuation Procedures – Fire
Page 7	Evacuation Procedures - Bomb
Page 9	Invacuation Procedures – Toxic Chemical spills, gas leaks, armed or aggressive intruder in the local vicinity
Page 11	Cyclone Management Plan
Page 15	Earthquake Management Plan
Page 16	Critical Incident Management



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Jingili Primary School has committed to the following key Emergency Management actions:

Action	When	Action Officer
Ensure staff members understand the policies and procedures relating to emergency management.	Term 1 <i>For new staff, this will happen on arrival.</i>	Principal
Ensure first aid responders are identified and appear on a poster in the front foyer, as well as communicated to all staff.	Beginning of each year	Business Manager
Ensure staff are aware of standard response to natural disasters, emergencies and critical incidents that are outlined in this Emergency Management Plan.	Term 1 <i>For new staff, this will happen on arrival.</i>	Principal
Ensure that this Emergency Management Plan and all associated supporting documents are stored in a location that is readily accessible by staff during an emergency or critical incident.	Term 1	Principal
Ensure frequent rehearsals and regular testing of all emergency management/evacuation procedures and, in regard to preschools, ensure that these rehearsals are documented.*	Once per term	Principal
Ensure emergency equipment throughout the school and alarms are tested.	Once per annum	Principal
Ensure emergency and evacuation floor plans and instructions are displayed in prominent positions across the school. In regard to regulated preschools, this Plan must be displayed near each identified exit at the preschool premises and in every classroom.	Once per year or following an emergency/critical incident.	Principal
Ensure the Emergency Management Plan is made in line to the departmental policy and guidelines and updated with School Council.	Revised yearly with the school council.	Principal/School Council/ School Opps
Identify and engage with local services, support agencies and organisations who can provide assistance or support during or following an emergency event occurring.	Ongoing	Principal
Develop and ensure that students and staff welfare is monitored and maintained through appropriate debriefing and access to support following an emergency event occurring.	Once per year or following an emergency/critical incident.	Principal

**Preschool rehearsals must be undertaken every three months and documented in line with QECNT requirements.*

All visitors and part-time/casual staff must sign in on arrival and sign out to ensure everyone is included in all evacuation and checking off procedures.
Permanent staff leaving grounds during school hours must sign out and sign in on return using iPad in admin area.

If parents pick up their students during the school day due to illness, appointments etc they must be signed out.



Evacuation Procedures – Fire

On hearing the fire bell-

In class

1. Assemble students and visitors in class ready for evacuation
 2. Collect class list from back of classroom door on way out
 3. Evacuate classroom closing but not locking the door/s walking via the closest, safe exit as per the fire evacuation map, move away from the building and muster by the perimeter fence next to the **Basketball Court**. A copy of the day roll will be taken from the front office.
 4. In the case you are teaching outside or away from your class do not return to your class for any reason
 5. Once arrived on basketball court, keep the class together
 6. Check attendance roll (collect from office staff) and stay with your group. All adults must sign this attendance roll to document participation.
 7. Support staff to gather with teachers and classes
 8. Principal or delegated senior staff member will approach you to seek account of your attendance and give further advice
 9. All classes and staff will return once safe to do so
 10. If the fire is near the basketball court, please listen for the specific location on the PA announcement for the evacuation area.
- Specialist teachers/other staff/parents or workers on the ground: do not send children back to their classes- proceed to evacuation area with students as advised and hand over students to their class teacher.
 - It is the class teacher's responsibility to obtain their roll from office staff, find their class and release the specialist teacher to carry out duties as requested
 - **Do not return to class until the Principal gives the all clear.**
- In the event of severe rain and/or threat of a severe electrical storm**, students should muster in a safe location, preferably under shelter. Ensure no one touches metal posts.

*If the alarm sounds before or after school or at **recess or lunch time**-*

1. Students and staff must make their way to the Basketball Court without travelling through the buildings.
2. Where possible PA announcement to be made to reinforce need for students to go to Basketball court.
3. Teachers on duty will direct students to the Basketball Court.
4. On the way to the Basketball Court staff can assist with moving students.
5. Students in the Library will exit via the Library door and move around the building with the teacher on duty.
6. Staff to assist students to assemble in their class groups.



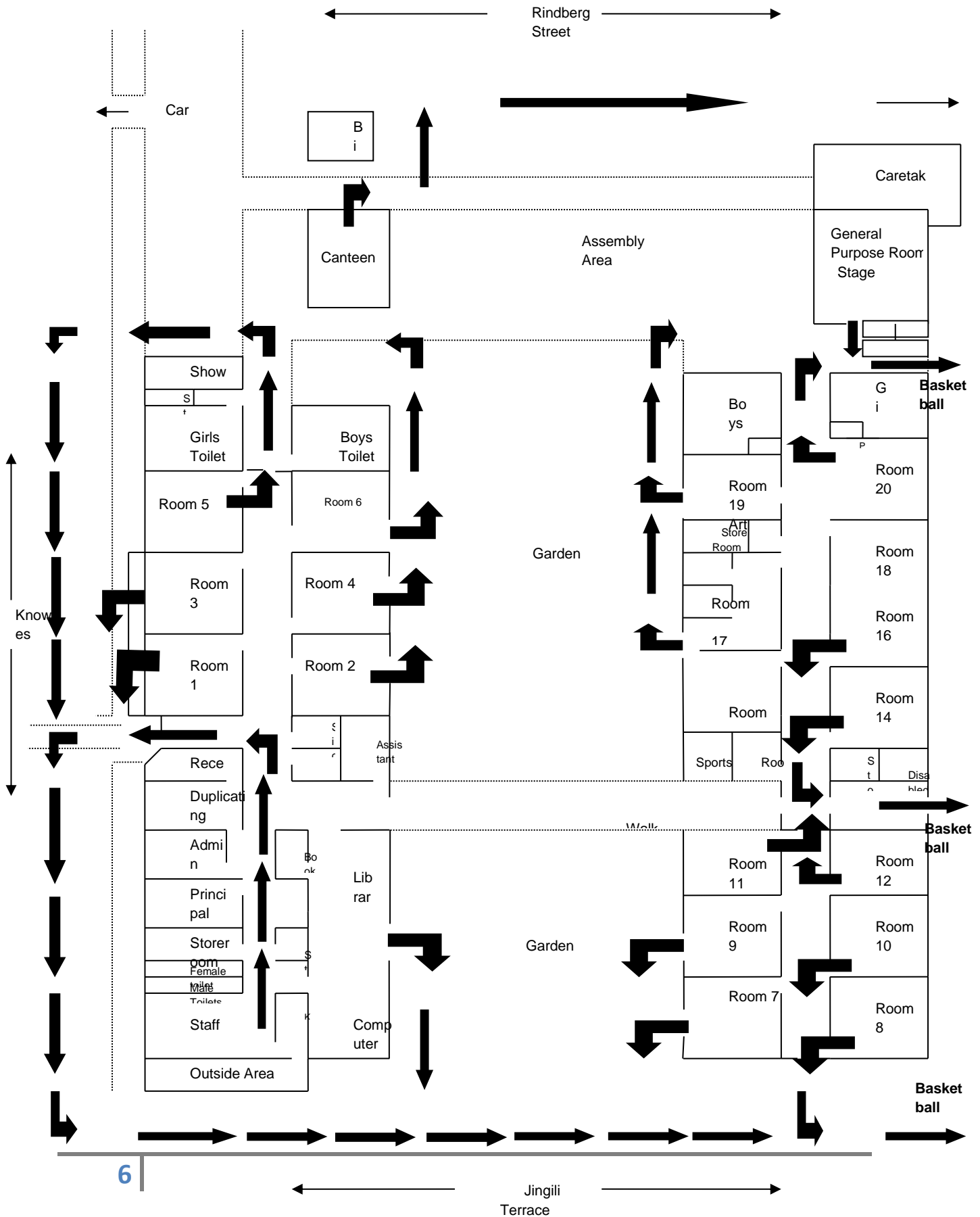
Roles and responsibilities

Administration Manager:	Safe, Check Office Storerooms, Library (if AO2 not present), Staff Toilets and Staff Room.
AO2 Front Office	Take class lists, first aid kit, sign in iPad and any other critical medications, Parent Contact Information, print current roll and check Foyer.
AO2 Library	Check library, Check Early Childhood Rooms & EC Toilets and report to Principal at muster area.
Special Education Teacher	Learning Centre and Primary classrooms and Upper Toilets. Report to Principal at muster area. If MO away, check Assembly area.
Class Teachers	Escort children to Basketball Court muster area, sit children down and check roll. Advise Principal immediately if anyone is not accounted for.
School Maintenance Officer	Workshop, Assembly Area, Canteen, GP Room, Caravan and Shower Block.
Assistant Principal	Overall supervision of students at muster area. Take mobile phone
Principal	Overall movement. Take mobile phone
Other Staff (classroom support, tutors)	Remain with class and assist teachers.
OSHC staff	Exit stage area and meet at muster area



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Evacuation Procedures – Bomb Scare

In the event of a bomb scare, directions will be given relevant to the situation at the time. Please follow them immediately and carefully.

During a bomb scare an announcement will come over the PA for staff and students to evacuate to a specific site dependent on the information at hand. The announcement will be made by the Principal or their delegate. **Please follow evacuation procedure as per Fire.**

BOMB THREAT — ACTION GUIDE

In the case of a telephone threat

- **Receiver of Call**

- (1) Let caller finish without interruption. Find a way to contact Principal or next in charge immediately.
- (2) Fill out as much as possible of the Bomb Threat Record form. (see appendix)
- (3) **Do not hang up the phone**, keep the line open even if caller hangs up.
- (4) Record the exact wording and nature of the threat.
Ask the following questions and record the answers if possible.

General Threat	Bomb Threat
What are you threatening to do?	When is the bomb going to explode?
Why are you making this threat?	Where did you put the bomb?
When do you intend to carry it out?	When did you put it there?
Do you intend to telephone again?	What does the bomb look like?
What is your name?	What will make the bomb explode?
What is your address?	Did you place the bomb?
	What is your name?
	Where are you?
	What is your address?

In the case of a verbal threat

- Let the person finish without interruption and keep them talking as long as possible using key questions on the Bomb Threat Record form

In the case of a written threat

- If the threat is written and it is established as a threat then secure all documentation, including envelopes, and do not physically handle pages again until further police advice is sought.

- **Principal**

- (1) Evacuate students to a safe area while informing police, Tel: 000 (using a different telephone line) and School Ops Director. Consider the situation and evacuate to an alternative safe open area if necessary as advised by NT Police.
- (2) Doors/windows are to be left open.
- (3) Do not disturb any evidence the police might find useful
- (4) Determine a strategy for further action in consultation with Police including communication to parents via class dojo/email



- (5) After consultation with the Police, return to buildings when it is safe to do so.
- (6) Contact School Operations before discussing anything about the incident with the media and clarify communications to parents.
- (7) Make contact with parents about need to collect children from school or other arrangements via any means possible –class dojo, email or as suggested by school ops including radio.
- (8) Complete a Bomb Threat Record and prepare a detailed report of the incident for NT Police and DoE
- (9) Review workplace procedures for dealing with Bomb Threats.
- (10) Include evacuation and any modifications to the plan in next Principal Report to School Council.



Invacuation Procedures- Lock In

Sliding doors in south block near rooms 7/8 and 12 to remain locked at all times.

In the event of a threat from a person/people in the school, the school will lock doors to keep the threat away from students/staff.

If staff notice a threat, notify Principal/Assistant Principal immediately using class telephone.

1. Police to be notified by Admin Manager
2. Notification to all staff through PA system using phrase **CODE L**
3. Teachers ensure location of all students and lock classroom doors
4. Senior teacher (Special Ed) to lock sliding doors in B block
5. Admin assistants to lock sliding doors in A block
6. Teachers are to keep students calm and in classrooms and away from windows.
7. If class is outside, calmly bring them inside or to closer safer location.
Leadership/admin to check if safe that classes return inside and have heard PA system ie kitchen garden classes/PE.
8. If class is using stage area, ensure doors are locked and curtains pulled over.
9. If threat escalates, staff and students may need to move under their desks and remain as out of sight as possible. This will be notified via phrase **CODE RED** through PA system.
10. When able to do so Senior Director and School Opps to be informed. They are able to provide additional assistance as per school and system protocols.
11. When the threat is no longer present, staff will be notified via PA system – **CODE GREEN** and this will be followed by checks on staff and students by Senior staff.
12. Agencies such as School Support Services will be contacted to provide counselling to staff and students.
13. Communication home to parents via email or letter- Contact School Opps for assistance when preparing correspondence to school community.

LOCK IN Recess/Lunchtime

In the event of a threat from a person/people in the school yard the teacher/s on duty need to immediately notify the Principal/Office immediately. Extra staff will be sent out to guide students to safer locations.

Depending on circumstances, this will be inside for lockdown, or an outside safer place Notification to the school will be via the PA system and will entail '**CODE L, CODE L, everyone go to their classrooms immediately.**' Supervision of students is paramount. Staff must move quickly to classrooms and follow responsibilities as outlined for lock down.

Roles and responsibilities

<p>Principal Assistant Principal (Relief for Special Ed Teacher)</p>	<p>Oversight of threat, notification to staff, monitoring, notification to School Opps, Director SI, parents/carers, other agencies as appropriate</p>
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Administration Manager: (Relief for AO2)	Notification to police, direct support and liaison with Principal, keep in phone contact with police.
AO2 Office/library	Lock sliding doors in A block, reassurance and support for children in sick bay. If necessary move children/staff/visitors out of sight Check EC toilets
AIEW	Check Upper Toilets then lock sliding doors and keep children as calm as possible.
Class Teachers	Lock doors and keep children as calm as possible.
Special Education Assistant	Lock doors and keep any children in the Learning Centre as calm as possible.
School Maintenance Officer	Securely lock self in room. Keep in contact with main office. Be available during and immediately following an incident.
Other Staff (volunteers, SESAs)	Remain with class and assist teachers.
OSHC staff (and any others using stage area.)	Lock room & stage area (if applicable), pull curtains and keep in contact with main office via telephone.

14.



Cyclone Plan

Coordinator Principal
Deputy Coordinator Assistant Principal

Pre Wet Season Procedures

Activity	Person Responsible
Review, revise and update plan	Coordinators
Distribute to all staff	Coordinators
Distribute information to parents.	Office staff (newsletter)
Check premises are free from potential missiles.	Maintenance Officer
Check student and staff records updated for emergency contact.	Admin Manager
Stock up on plastic bags (or similar) and tape to protect equipment.	Admin Manager

Cyclone Warnings are broadcasted by the Bureau of Meteorology well in advance of a cyclone's arrival. <http://www.bom.gov.au/nt/?ref=hdr>

The Darwin Cyclone Disaster Plan has an independent system for activation, based on meteorological warnings. Jingili Primary School has based its policy on the relationship between the two systems and DET's Emergency Management Kit for Schools.

<http://www.securent.nt.gov.au/>

OUT OF HOURS CYCLONE PLAN

- ❖ Caretaker to ensure school is locked and wedges are in place for automatic doors.
- ❖ Staff are to listen to local media for announcements regarding schools and possible closure.
- ❖ Staff are not to report to school.

Bureau of Meteorology	Darwin Cyclone Action Plan	Jingili School Actions
Warning outside of school hours		Staff and parents to listen to local media for announcements regarding schools and possible closures.
Cyclone Watch	Stage 1	
A tropical low or cyclone exists but is unlikely to affect the Darwin Area within the next 24 hours.	DoE will monitor cyclone and keep schools informed. School to action plan.	<ul style="list-style-type: none"> ❖ Office staff- Ensure names, addresses and telephone numbers of employees listed are current and ascertain who will be available. Update lists as required. ❖ Co-ordinator – Initiate clean-up of work areas within premises. Monitor website



		http://www.bom.gov.au/nt/?ref=hdr and act on instructions from DoE/QSSS. <ul style="list-style-type: none"> ❖ MO-ensure grounds are free of potential missiles. ❖ All staff- Begin to secure equipment and fittings in classrooms, office and library.
Cyclone Warning	Stage 2	
A tropical cyclone is expected to cause gale force winds in the Darwin area within the next 24 hours.	Shelter managers & emergency services making preparations. School Cyclone plan fully operational. DoE will brief schools on any change in status of cyclone.	<ul style="list-style-type: none"> ❖ Everyone - Equipment and fittings should be secured and rubbish cleared ❖ Office Staff- Secure school records, back up computer systems, respond to parent phone calls. ❖ All non-class staff assist class teachers with equipment and class supervision. Finalise stowing of computers/ valuables. ❖ Coordinator/MO-check that buildings and grounds are secure and staff briefed.
Cyclone Warning	Stage 3	
Increasing threat to Darwin area.	Schools continue to remain open. DoE will advise re possible closures.	<ul style="list-style-type: none"> ❖ Coordinator to act on instructions from DoE and closely monitors media. ❖ Staff ensure everything secure, all electrical equipment turned off. ❖ Office Staff prepare Emergency Record Sheets for each class. Office staff-finalise back-ups and shut down systems. Important records to be stored in compactus or safe and locked.



Cyclone Warning	Stage 4	
<p>Increasing threat to Darwin area.</p>	<p>School staff to monitor media. DoE will issue statements 6am, 6:30am and 7am advising open and closed status of school. DET will continue to monitor and advise Principals of sudden changes in situation.</p>	<ul style="list-style-type: none"> ❖ Children to be collected. No child is to walk or ride home. <ul style="list-style-type: none"> *Parents- collect children, teachers record who and time on class rolls. *Teachers-Children not collected to be brought to library with Emergency Record sheet and class roll for transport to Casuarina Senior College. *All children to be accounted for on sheet which should match school roll. ❖ All staff-Staff with dependents to be advised by Co-ordinator re leaving. <ul style="list-style-type: none"> *Staff without dependents assigned to assist with removal to cyclone shelter. *List of children to be left with cyclone shelter co-ordinator. ❖ MO – Wedges placed in electronic doors in case of power failure, tape windows ❖ When advised by DoE, co-ordinator will advise other staff to take shelter. ❖ Admin Manager- List of children taken to shelter, class lists showing who has collected children and co-ordinator’s telephone number to be posted on front door. <ul style="list-style-type: none"> *Copy of lists to co-ordinator. School back- ups placed in safe. <p>Co-ordinator – advises DoE of school status and staff departure time, ensure school locked and secure.</p>
Cyclone Warning	Stage 5	
<p>Increasing threat to Darwin area</p>	<p>All schools closed. School staff should continue monitoring media to stay fully informed.</p>	<p>All employees and children should be suitably housed in a building that is built to cyclone shelter standards.</p>



Post Cyclone	Stage 6	
<p>Declared when winds no longer pose a threat to the Darwin area.</p>	<p>NOTE: All clear has not yet been announced. Stage 5 may need to be re-declared if necessary</p>	<ul style="list-style-type: none"> ❖ Co-ordinators report to work at earliest time after dependants/property arrangements made. ❖ Review plan and develop in accordance with conditions. ❖ Report on availability of all personnel and expectation of short-term level of service. Advise on needs to ensure school returns to normal/preparedness to DoE
<p>All Clear</p>	<p>Declared when considered safe for public to leave shelters. NOTE: Stages 4 and 5 could be re-imposed.</p>	<p>After cyclone has passed, having tidied up matters at home, all staff are required back to work during normal working hours. If it is obvious that Darwin has suffered considerable damage during a weekend or holiday, senior staff are requested to report to school if at all possible.</p>



EARTHQUAKE MANAGEMENT PLAN

What to do if an earthquake strikes – Drop, Cover, Hold

If you are indoors during an earthquake:

- Remain calm and listen for directions over the PA with your students
- With your students, DROP to the ground, take COVER by getting under a sturdy table or desk, and HOLD ON until the shaking stops.
- Stay away from glass, windows, outside doors and walls, and anything that could fall, such as lighting fixtures or furniture
- Stay inside until the shaking stops and it is safe to go outside (informed from PA announcement). Do not evacuate a building during the shaking. Research has shown that most injuries occur when people inside buildings attempt to move to a different location inside the building or try to leave.
- Be aware that the electricity may go out of the sprinkler systems or fire alarms may turn on

If you are outdoors during an earthquake:

- Stay there with your students – drop to the ground
- Move away from buildings, streetlights and utility wires
- Stay in the open until the shaking stops. The greatest danger exists directly outside buildings, at exists and alongside exterior walls.



CRITICAL INCIDENT MANAGEMENT

A critical incident is broadly defined as any situation faced by a school community causing its members to experience unusually strong reactions, which have the potential to interfere with their ability to function either at the time the situation arises or later. The necessity of responding promptly and appropriately in such situations is important in protecting the health of students, staff and families. Critical Incidences may lead to invacuations or evacuations.

Examples of such incidents are:

- death in the school community of a student, teacher, ex-student, friend through
- sudden death by accident, by suicide or by murder
- serious injury to a member of the school community
- students lost or injured during an excursion
- students and staff members being taken hostage
- violent assault on a member of the school community
- stalking
- violent community events
- witnessing of a serious accident or of violence by a member of the school community, for example, witnessing murder, a serious accident, war or similar violence
- significant vandalism of school property or destruction of part or whole of the school property
- fire, bomb threat, explosion, gas or chemical hazard, flood, earthquake, cyclone, hailstorm or extremes of temperature

Process for Management

1. Principal should ensure immediate safety of students and school staff and identify 'at risk' students and staff.
2. Principal to obtain factual information re the incident.
3. As soon as practicable, Principal to inform Senior Departmental staff of the incident.
4. As soon as practicable, Principal to inform NT Worksafe of a critical incident involving serious injury or death of students or staff. QECNT must also be informed if the incident involves the pre-school.
5. Work with appropriate DoE staff to manage communications including Director, School Opps
 - ◆ ASAP after the incident and before school resumes if possible
6. Debrief with staff at a full staff meeting.
 - ◆ Before school resumes if possible
 - ◆ Provide factual information



- ◆ Inform of school plans
- ◆ Inform about availability of counselling
- 7. Inform the students
 - ◆ About the incident
 - ◆ About the planned school response (e.g. memorials, floral tributes, students ideas)
 - ◆ About the availability of counselling
- 8. Contact the parents/families where appropriate and ensure information regarding wellbeing support is clearly communicated.
- 9. Allow discussions in class, accept students' ideas re response.
 - ◆ Inservice staff.
- 10. Provide individual, small group counselling.
 - ◆ Access additional Counsellors where necessary
- 11. Monitor students and staff wellbeing and ensure wellbeing support is provided as required.
- 12. Critical incident to be included in Principal Report in the next School Council, acknowledging incident and reference to any modifications made to the Emergency Management Plan.

CRITICAL INCIDENT CHECKLIST

IMMEDIATE TASKS:

- Ensure safety
- Find out facts.
- Inform Senior Director (DoE), School Opps
- Refer to School's Critical Incident Management Plan.
- Inform the next of kin if necessary.
- Inform all staff. Inform all students.

SHORT TERM TASKS (2 OR 3 DAYS):

- Restore the school to regular routine.
- Encourage teachers to allow students opportunities in class to talk about the incident and about their reactions. Provide debriefing and counselling for students and staff.
- Keep parents informed.
- Be alert for students (or teachers) showing persisting extreme reactions.
- Debrief staff. Monitor the welfare of those in caregiver roles.
- Liaise with the media if appropriate in line with advice from Media team and senior departmental officers.

TASKS TO ADDRESS DURING FIRST MONTH:

- Provide counselling for students/staff. Monitor carefully the mental health of those in caregiver roles.



- Provide opportunities, where a death has occurred, for those affected to be involved in a public expression of farewell to the deceased. In other circumstances provide appropriate closure.
- Monitor the progress of any hospitalised students or staff and ensure they have counselling support. Remain in contact with families.
- Be alert for significant and persistent changes in the behaviour of those affected by the incident. Media reports may cause additional stress.
- In the case of a serious incident where a number of students are directly involved, call a meeting of parents of those students involved after three or four weeks.

LONG TERM ISSUES:

- Continue to monitor the emotional and physical welfare of both staff and students. Be aware that “vicarious victims” show up as suffering post-traumatic stress disorder as much as 3-4 years later.
- Be alert for the potentially disturbing influences of inquests and legal proceedings and of special occasions such as Christmas, the birthdays of those killed and the anniversaries of the incident.

QUESTIONS TO ASK AFTER A CRITICAL INCIDENT

1. What emergency procedures need to be initiated?
2. What facts are available? What needs to be clarified?
3. Who is at risk? How will they be identified?
4. Who can assist in assessing the needs of the school and the seriousness of the incident?
5. Are there legal, Departmental or Cluster requirements which apply to this situation?
6. What is our immediate plan?
7. What communication is necessary? How will this be achieved? Will we have to deal with the media? How? Who will do it?
8. What resources does the school have at its disposal? What extra resources/services will be needed.
9. What are the needs of the parents?
10. What may be the short-term and long-term effects of this incident? What will we do tomorrow?
11. What information needs to be collated to include in Principal Report to school council?



APPENDIX 1: BOMB THREAT CHECKLIST																									
KEEP CALM- FLAG FOR ASSISTANCE																									
<p>Instructions Report IMMEDIATELY to your principal / Regional Director.</p> <p>FOLLOW all instructions as directed by your principal.</p> <p>DO NOT discuss with other staff.</p>	<p>Caller's voice</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Calm</td> <td><input type="checkbox"/> Angry</td> <td><input type="checkbox"/> Excited</td> </tr> <tr> <td><input type="checkbox"/> Slow</td> <td><input type="checkbox"/> Rapid</td> <td><input type="checkbox"/> Soft</td> </tr> <tr> <td><input type="checkbox"/> Loud</td> <td><input type="checkbox"/> Laughing</td> <td><input type="checkbox"/> Crying</td> </tr> <tr> <td><input type="checkbox"/> Normal</td> <td><input type="checkbox"/> Distinct</td> <td><input type="checkbox"/> Slurred</td> </tr> <tr> <td><input type="checkbox"/> Intoxicated</td> <td><input type="checkbox"/> Stuttering</td> <td><input type="checkbox"/> Lisp</td> </tr> <tr> <td><input type="checkbox"/> Cracking voice</td> <td><input type="checkbox"/> Deep</td> <td><input type="checkbox"/> Muffled</td> </tr> <tr> <td><input type="checkbox"/> Clearing throat</td> <td><input type="checkbox"/> Disguised</td> <td><input type="checkbox"/> Accent</td> </tr> <tr> <td><input type="checkbox"/> Deep breathing</td> <td><input type="checkbox"/> Familiar</td> <td><input type="checkbox"/> Raspy</td> </tr> </table> <p>If the voice is familiar, who did it sound like? <input style="width: 100%;" type="text"/></p>	<input type="checkbox"/> Calm	<input type="checkbox"/> Angry	<input type="checkbox"/> Excited	<input type="checkbox"/> Slow	<input type="checkbox"/> Rapid	<input type="checkbox"/> Soft	<input type="checkbox"/> Loud	<input type="checkbox"/> Laughing	<input type="checkbox"/> Crying	<input type="checkbox"/> Normal	<input type="checkbox"/> Distinct	<input type="checkbox"/> Slurred	<input type="checkbox"/> Intoxicated	<input type="checkbox"/> Stuttering	<input type="checkbox"/> Lisp	<input type="checkbox"/> Cracking voice	<input type="checkbox"/> Deep	<input type="checkbox"/> Muffled	<input type="checkbox"/> Clearing throat	<input type="checkbox"/> Disguised	<input type="checkbox"/> Accent	<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Familiar	<input type="checkbox"/> Raspy
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<p>Questions to ask</p> <p>1. When is the bomb going to explode? <input style="width: 100%; height: 20px;" type="text"/></p> <p>2. Where did you put the bomb? <input style="width: 100%; height: 20px;" type="text"/></p> <p>3. When did you put it there? <input style="width: 100%; height: 20px;" type="text"/></p> <p>4. What kind of bomb is it? <input style="width: 100%; height: 20px;" type="text"/></p> <p>5. What does the bomb look like? <input style="width: 100%; height: 20px;" type="text"/></p> <p>6. What will make the bomb explode? <input style="width: 100%; height: 20px;" type="text"/></p> <p>7. Why did you place the bomb? <input style="width: 100%; height: 20px;" type="text"/></p> <p>8. Where are you now? <input style="width: 100%; height: 20px;" type="text"/></p> <p>9. What is your name? <input style="width: 100%; height: 20px;" type="text"/></p> <p>10. What is your address? <input style="width: 100%; height: 20px;" type="text"/></p>	<p>Background noises</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Street noises</td> <td><input type="checkbox"/> Machinery</td> </tr> <tr> <td><input type="checkbox"/> Crockery</td> <td><input type="checkbox"/> Animal noises</td> </tr> <tr> <td><input type="checkbox"/> Voices</td> <td><input type="checkbox"/> Clear</td> </tr> <tr> <td><input type="checkbox"/> PA system</td> <td><input type="checkbox"/> Static</td> </tr> <tr> <td><input type="checkbox"/> Music</td> <td><input type="checkbox"/> House noises</td> </tr> <tr> <td><input type="checkbox"/> Motor noises</td> <td><input type="checkbox"/> Office machinery</td> </tr> <tr> <td><input type="checkbox"/> Public phone</td> <td><input type="checkbox"/> Local call</td> </tr> <tr> <td><input type="checkbox"/> Aircraft</td> <td><input type="checkbox"/> Other_____</td> </tr> </table>	<input type="checkbox"/> Street noises	<input type="checkbox"/> Machinery	<input type="checkbox"/> Crockery	<input type="checkbox"/> Animal noises	<input type="checkbox"/> Voices	<input type="checkbox"/> Clear	<input type="checkbox"/> PA system	<input type="checkbox"/> Static	<input type="checkbox"/> Music	<input type="checkbox"/> House noises	<input type="checkbox"/> Motor noises	<input type="checkbox"/> Office machinery	<input type="checkbox"/> Public phone	<input type="checkbox"/> Local call	<input type="checkbox"/> Aircraft	<input type="checkbox"/> Other_____								
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<p>Information on caller</p> <p>Gender: M / F Estimated age _____</p>	<p>Comments</p> <input style="width: 100%; height: 40px;" type="text"/>																								



Action on call

Number call received at

Recipient

Time _____ am/pm Date ____ / ____ /

Call reported to

Telephone No. _____ Date ____ / ____ / ____

/ ____

Name:
Position:
Telephone No.
Date: ____ / ____ / ____

POLICE contact: 000 (emergency):

- ASK FOR police
- DO NOT hang up
- DO NOT return to the area until advised by NT Police

